

(sample)

Target Area	Data Referenced	Stakeholders Consulted and method of engagement for each group	Findings Identified gaps/root cause	Goal Statement (what is needed to fill gap(s))	Short Term (1yr.) Objectives	Long Term (2yr.) Objectives	Indicate if you will be using Perkins funds to meet the goals and objectives Yes / No		Evaluation Measures (evidence of success)
Student Performance	<ul style="list-style-type: none"> District Profiles for Performance indicators School Report Cards Standardized test scores (ACT) 	Meeting (in person) <ul style="list-style-type: none"> Mickey Mouse (science teacher); Minnie Moe (math teacher) Suzie Qu (CTE teacher); Sonny Ray (student) Mike Davis (student) Larry Quicken (parent) Mary Quitecontrary (parent) Webster Main (PTO president) Lucy Loo (DVR) Annie Gunn (CEO ABC Co) Sam Muffet (Supervisor, hospital clinic) 	<p>Special population students become completers at a much lower rate than other students. This is likely due to lack of formal supports designed to meet their needs to successfully complete coursework and certification.</p> <p>Low achievement in math by CTE Concentrators mirrors overall low student performance in math 11th graders taking the ACT.</p>	<p>Effective, programming specifically designed to support English Language learners and economically disadvantaged students in CTE and academic course work and hands on experiences.</p> <p>Additional focus on curriculum and effective instruction in Creating Equations and Reasoning with Equations and Inequalities.</p>	Develop mentoring program fall 2020 for SP participating in CTE	Implement mentoring program in fall 2021 for students participating in CTE pathways, particularly WBL, certification and college credit.	X		<p>By 2022 we will see an:</p> <ul style="list-style-type: none"> increased # of SP concentrators by 2% Increased # of NTO enrollment by 2% Increased # of certificates completed by 3% <p>- Increase by 2% the number of concentrators that are ACT math proficient or advanced.</p>
					Increase WBL opportunities				
					<ul style="list-style-type: none"> Evaluation of district math curriculum with identification of math connections in CTE courses. Math and CTE attend PD to help with curriculum development. 	<ul style="list-style-type: none"> CTE and Math department collaboration on updating curriculum accordingly. Implement new curriculum and instructional strategies 			

Target Area	Describe the data referenced (provide your data resource)	Stakeholders consulted (name, stakeholder group) and method of engagement for each stakeholder group	Findings Identified gaps/root cause	Describe strategies you will use to overcome barriers that result in lower rates of access to or performance gaps in the course's and programs for special populations	Describe programs that are/will be designed to enable special populations to meet the local levels of performance	Describe the activities that will prepare special populations for high-skill, high-wage or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	Indicate if you will be using Perkins funds to meet the goals and objectives Yes / No		Describe the evaluation measures that will be utilized to evaluate outcomes.
Equity and Access	<ul style="list-style-type: none"> District Profiles for Performance indicators School Report Cards Math scores 		Special population students become completers at a much lower rate than other students. This is likely due to lack of formal supports designed to meet their needs to successfully complete coursework and certification.	Develop mentoring program for SP in CTE pathways.	Develop mentoring program for SP participating in CTE pathways.	Group support	X		- Increased # of SP concentrators by 2%
						Clothing and Tsp. if needed	X		- Increased # of NTO enrollment by 3%
						Tutoring		X	- Increased # of certificates completed by 2%
						<ul style="list-style-type: none"> Exposure to WBL in high-skill, high-wage or in-demand occ. Offer CTE courses at times that don't conflict with those often taken by SP. 	X		- Increase math scores on ACT by 3%

